**THE EFFECTIVENESS OF USING PICTURE SEQUENCES IN TEACHING NARRATIVE TEXT TO IMPROVE STUDENTS’ WRITING ABILITY IN THE ELEVENTH GRADE OF MAN KUTOWINANGUN IN 2012/2013 ACADEMIC YEAR**

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**Abstract**

The purpose of this research is aimed to improve students’ writing ability in teaching narrative text in the eleventh grade of MAN Kutowinangun. First, to describe the level of students’ writing ability after being taught by Picture Sequences. Second, to find out the effectiveness of using Picture Sequences in improving students’ writing ability. A picture sequence is a series of pictures that helps the students easier to write a narrative text. The result of pre-test before the researcher gave the treatment is 59.290, and the result of post-test after the researcher gave the treatment is 74.322. The result of t-test value is 4.526. The t-test value is higher than t-table. It means that using Picture Sequences is effective to improve students’ writing ability in teaching narrative text in the eleventh grade of MAN Kutowinangun in 2012/ 2013 academic year.

***Keywords: Effectiveness, Picture Sequences, Writing Ability, Narrative Text.***

1. **Background**

Writing is a form of communication to express the thinking or feeling. Harmer (2001:86) states that writing process is the stages that a writer goes through in order to produce something in its final written form. Writing is very important for us, it is difficult subject especially for students. The reason is because writing is a mixture of our idea, vocabulary and also grammar. In writing, we must share idea from our brain, it is not easy to translate concept in our brain to be a written language. We also must pay attention to the grammar, idea, concept, and vocabulary. In this research, the researcher focuses on improving students’ writing ability in teaching narrative text using Picture Sequences.

1. **Research Methods**

This research is experimental quantitative research. It was conducted in MAN Kutowinangun on May 8th until May 29th, 2013. According to Arikunto (2008:173), population is totally of research subject. In this research, the population is the eleventh grade of MAN Kutowinangun consisting of 10 classes. The total of population is 325 students. Moreover, Sugiyono (2008:62) stated that sample is a part of the total and characteristic which has the population. The researcher took two classes as the sample. They are class XI.IPA.4 as an experimental group (31 students) and class XI.IPA.3 as a control group (32 students). In this research, the researcher used purposive sampling, because consideration of time, energy, funds. In collecting the data, the researcher used essay test as instrument. The researcher gave two tests that are pre-test and post-test. The test is intended to find out the effectiveness of picture sequences to improve students’ writing ability.

In this research, the researcher used descriptive analysis and inferential analysis to analyze the data. The descriptive analysis is to describe the students’ writing ability in teaching narrative text before and after the researcher gave the treatment by using Picture Sequences. The descriptive analysis consists of the computation of mean, median, mode, range, standard deviation, and variance. Meanwhile, the inferential analysis consists of test of normality, test of homogeneity, t-test findings, and test of hypothesis.

1. **Finding and Discussion**

The description of the data is aimed to know students’ writing ability in teaching narrative text after being taught by using Picture Sequence and to find out the effectiveness of using Picture Sequence in improving students’ writing ability. As previously stated, the researcher gave the treatment for experimental group by using Picture Sequence. From the computation, the mean score of pre-test is 59.290 and the mean score of post-test is 74.322. The researcher also calculated that the highest score of experimental group after being given the treatment is 90 and the lowest score is 60. The mean is 74.322, the median is 72, the mode is 66, the range is 30, the standard deviation is 7.006, and the variance is 49.092

Furthermore, in the inferential analysis, the researcher computed test of normality, test of homogeneity, and test of hypothesis. The result of normality test that computed by using chi-square formula is 10.173. From the result of normality test, the data is normal because t-obtained is lower than t-table (10.173<11.070). Then, the result of homogeneity test that computed by dividing the highest variance with the lowest variance is 1.35. It showed that the data is homogeneous because f-obtained is lower than f-table (1.35<1.84). To make the analysis more reliable, the researcher computed the data by using t-test formula. The result of t-test is 4.526. It showed that t-test value is higher than t-table (4.526>2.000).

Based on the descriptive analysis above, the researcher concluded that the students’ writing ability after being taught by using Picture Sequence belonged to good category. It can be seen from the mean score of post-test that is 74.322. Moreover, to find out the effectiveness of using Picture Sequence, the researcher compared the pre-test and the post-test result. After the researcher gave the treatment, the improvement of students’ writing ability from pre-test to post-test is 15.32%. It means that Picture Sequences is effective to improve students’ writing ability. The effectiveness of using Picture sequence is also proven by the result of t-test. The result of t-test is higher than t-table (4.526>2.000). Based on the hypothesis testing, it means that Ho (Null Hypothesis) is rejected and Ha (Alternative Hypothesis) is accepted. Therefore, the hypothesis in this research (Ha) stated that “Using Picture Sequences as media is effective to improve students’ writing ability in teaching narrative text of the eleventh grade students at MAN Kutowinangun in 2012/ 2013 academic year” is accepted.

1. **Conclusion and Recommendation**

Based on the research finding which has been discussed, the researcher makes the conclusions as follow:

1. The mean score of the students who are taught by using Picture Sequences were 74.322. In the table achievement, it is on range of 66-79 which is categorized as good category. Therefore, the students’ achievements who were taught writing by using Picture Sequences is good.
2. By analyzing t-test formula, it is obtained that the result of t-test is higher than t-table that is 4.526>2.000, so there is a significant difference in the students achievement between those students who were taught writing by Picture Sequences and the students achievement between those students who were taught writing without by Picture Sequences. There is effectiveness of Picture Sequences to improve the students’ writing ability. It can be concluded that the alternative hypothesis states that using Picture Sequences in teaching writing narrative text is effective to improve students’ writing ability in the eleventh grade of MAN Kutowinangun in 2012/2013 academic year is accepted.

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